Primary Sources and Disciplined Inquiry

Activity 1- Birth of the Environmental Protection Agency (EPA)

**Disciplined Inquiry in the Social Studies:**

* **Teaching and Learning must have Purpose**
  + This activity explains the development of the Environmental Protection Agency (EPA) and the impact it had on our environment. Students will learn about the different laws and acts put in place to help preserve the environment. The boom of corporations during the early 1970s brought much toxic waste to our country and students will learn the importance of the EPA.
* **Learning Means In-Depth Understanding**
  + Students must learn the meaning of laws put in place to help assist in a clean future environment. Students will learn the reasoning for the decisions made by the legislation of congress for each scenario.
* **Instruction Must Build on Students' Prior Knowledge**
  + This lesson can be part of an extension activity. Students must first understand prior knowledge in early 1960s industrial boom. During this time period no laws or acts were put in place to help keep the environment clean. Students will need to know the list of acts that the EPA helped enforce.
* **People Learn Through Disciplined Inquiry**
  + A class discussion is a great way to help spark inquiry for students. Students will be asked questions about the laws put in placed in order to keep the environment clean. The teacher should also lead a discussion on how some laws might have hurt some companies and their revenue. Which ultimately helps the people: money for the people or a clean environment?
* **Teaching Means Scaffolding**
  + Scaffolding is a great way to help students reach a higher understanding of the topic. This instructional technique can be used to help students learn the true meaning of each law and act placed by congress.
* **Constructive Assessment**
  + Students can print and turn-in this activity to the teacher. Students will need to explain each law/act and the background information to that law/act. Students will also need to tag each law or act to a specific state the generated the need for that particular act.

Activity 2- Comparing Civil War Recruitment Posters

* **Teaching and Learning must have Purpose**
  + The purpose of this activity is to have students compare and contrast different African American military recruitment posters for the civil war. Students will construct their thoughts on the intent of both sides: Union Army and Confederacy.
* **Learning Means In-Depth Understanding**
  + Understanding the priorities and objectives for both sides (Union Army and Confederacy), students will construct their thoughts on relations to military service, emancipation, and Union victory.
* **Instruction Must Build on Students' Prior Knowledge**
  + Students first must understand the laws and the build-up to the civil war. African American history: the right for blacks to bear arms. In May 1863, the Government established the Bureau of Colored Troops to manage the burgeoning numbers of black soldiers.
* **People Learn Through Disciplined Inquiry**
  + The teacher (facilitator) needs to ask inquired questions: Who do you think created each of these posters? For what purpose? What does the creator of each poster hope the audience will do? Are the posters effective? Why or Why not? Let students find their own questions and share to the class. Students will also be able to see both documents and zoom on the posters.
* **Teaching Means Scaffolding**
  + The teacher (facilitator) can review a similar document and construct questions through a think-out loud strategy. Students will be able to understand the process of good inquiry and be able to apply that knowledge to the civil war posters.
* **Constructive Assessment**
  + Students will have to turn in the assignment of the objectives of the posters from both sides: Union Army and Confederacy. Students will have to write their personal thoughts on each persuasive marketing plot.